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| Teacher | Subject Area & Grade Level | | Room # | Lesson |
| **Raymond Cusranie** | **Health** | |  | **Water the most essential nutrient/The bottle water industry** |
| BEGIN WITH THE END | | | | |
| STANDARDS ADDRESSED and OBJECTIVE | | OBJECTIVE  What will your students be able to do? Write an objective that meets the criteria for 4Ms (manageable, measureable, made first, and most important on the path to college.) | | |
| Common Core Learning Standards:  SL.1.a.b.c.d  SL.4  SL.6  W.2  W.4  W.5  **Danielson Framework for Teaching Competencies:**  **3c Engaging Students in Learning** | | **Students will be able to:**  **Recognize the importance of and explain why water is an essential nutrient to a healthy diet.**  **Explain why there is a looming water crisis.**  **Identify tactics used by the bottle water industry to increase**  **bottle water usage.**    **Aim: Where should I obtain the most important nutrient?** | | |
| KEY POINTS  What knowledge and skills are embedded in the objective? | | ASSESSMENT  How will you know whether your students have made progress toward the objective? How and when will you assess mastery using an Exit Ticket and/or another form of assessment? | | |
| Group Work  Cornell Notes  Guided Notes | | Higher Order Thinking Questions  Self-assessment questionnaire  Exit Ticket  Homework | | |
| OPENING  What is the Do Now?  How will you communicate the lesson objective and its importance?  How will you engage students, capture their interest and communicate connections to previous lessons?  How will you use What to Do to clearly state and model behavioral expectations? How will students show you they’ve met them using 100% or another method? | | | | |
| **Do Now:**   * *What do you think is the longest time we can survive without water?* * *What do you think is the longest time someone has ever gone without food?* * *Can people really die from drinking too much water?* * *Do you mostly drink tap water or bottled water?*   **(Accept all student answers)**  **Do Now Debrief: Students will share their answers to the do now question and engage in a brief classroom discussion.**  **Answers:**  The longest we can survive without water is 2-12 days depending on other circumstances including temperature.  A British prisoner who was on a hunger strike went without food for 65 days!  Yes! It is very rare but people can die from drinking too much water. This is called hyponatremia. | | | | |
| Time | Materials | | | |
| **5 Minutes** |  | | | |
| INTRODUCTION TO NEW MATERIAL (I Do)  How will you Name the Steps?  What key points will you emphasize and reiterate? How will you ensure that students actively take-in information?  Which potential misunderstandings do you anticipate? Write specific questions and answers to where students may struggle with new content/material.  What are students doing during this time?  How will you check for understanding (e.g. No Opt Out, Cold Call, etc.) to ensure that students are prepared to move on? | | | | |
| **The Essential Question:**  *What’s more important: food or water?*  It is **water**! We can survive longer without food than without water. A person can last several weeks without any food, but will die after only days without water. Water makes up over 70% of our body. It is found in *every* cell we have. All the chemical reactions taking place in our body need water.  **Cornell Notes:**  **Electrolytes: regulate many processes in your cells.**  **Dehydration: A serious reduction in the body’s water content.**    **Show student’s slides from power point**  **(Slides are on the importance of water and the shortage of our water supply globally)**  **Discuss the percentage of how water makes up our body.**  **60% of our body**  **70% of our brain**  **80% of our blood**  **Show students slide “What does water do for the Human Body?**   1. Healthy Skin 2. Fights infection 3. Get rid of Toxins 4. Healthy Heart 5. Helps to lose weight 6. Prevents joints pain and arthritis 7. Boost Energy 8. Prevent constipation 9. Improves productivity 10. Reduce the risk of cancer   **Show slide and discuss with students Daily Water intake and the amount of water needed based on weight and activity level.**  ***Have students identify their daily water water intake based on their weight by using the slides.***  **Discuss how we use water in our homes and the amount of water we used daily.**  **Flush the toilet 3 gallon**  **Take a shower 10 minutes 50 gallons**  **Doing a single load of laundry 40 gallons**  **Brush your teeth 4 gallons with the tap running with out tap running 0.25 gallons**  **Discuss with students**  **The water crisis that is looming as a result of the growing population and the amount of water needed to support population growth.** | | | | |
| Time | Materials | | | |
| **5-8 Minutes** |  | | | |
| GUIDED PRACTICE (We Do)  How will you use What to Do to clearly state and model behavioral expectations? How will students show you they’ve met them using 100% or another method?  How will you ensure that all students have opportunities to practice? What are they doing during this time?  How will you scaffold practice exercises from easy to hard?  How will you check for understanding (e.g. No Opt Out, Cold Call, etc.) to ensure that students are prepared to move on? | | | | |
| **The Bottle Water Industry**  **Ask students to break up in pairs of two and list all the different types of bottle water?**  **Students should also discuss which bottle companies are the most popular and why?**  **Have students share their response as a group**  **Discuss with students why it is important to recycle plastic bottle and its effects on marine wildlife.**  **Show students video on the bottle water industry**  [**https://www.youtube.com/watch?v=Se12y9hSOM0**](https://www.youtube.com/watch?v=Se12y9hSOM0)  **Instruct students to complete Media Literacy Reflection handout while watching the video on the bottle water industry.**  **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Media Literacy Reflection: “The Story of Bottled Water”**  **1.Explain three new things that you learned from watching this video. Why did these ideas stand out for you?**    **2.Consider the cartoon graphics used in this video. How does it enhance the message?**  **3. The bottled water industry used different marketing tactics to appeal to consumers. Choose one tactic and explain what they did. Why was this strategy effective?**  **4.How can you “Take Back the Tap”?**  **Review Questions as a group**  **Teacher Questions:**  **What are your thoughts and feeling about the video?** | | | | |
| Time | Materials | | | |
| **30 Minutes** |  | | | |
| CLOSING  How will students summarize what they learned and its significance?  How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?  What questions will be on the Exit Ticket? | | | | |
| **Summary:**  **Have students read the benefits of lemon water and underline any benefit that can be apply to their own personal health or a family member.**  **Health Benefits of Lemon Water**    Lemon water is rich in several essential nutrients. It is known to have antiseptic, antibacterial, anti-aging, anti-fatigue and anti-inflammatory properties. It boosts immune system, improves digestion and maintains overall health. It can be used to treat various health conditions and prevent infections. Traditional Chinese medicine suggests that you begin your day with refreshing lemon water.   * Lemon water is the best source of vitamin C and antioxidants. It removes harmful, free radicals from the body and improves immune systems. * Lemon water also acts as a blood purifier. * Lemon water is used to prevent and treat different infections as well as to control allergies. Due to its antiseptic properties, it is effective in healing wounds. Lemon water is helpful in relieving symptoms of sore throat, tonsillitis or asthma. * Lemon water plays an important role in maintaining digestive health. It boosts metabolism and improves functioning of digestive systems and prevents various digestive problems like constipation, indigestion, nausea, heartburn and parasites. It also helps dissolve gallstones. * Lemon water is effective in body cleansing and detoxification. It maintains good health by eliminating harmful toxins from the body. * Another important benefit of lemon water is that it strengthens liver functioning and stimulates it to produce more enzymes essential for different body processes. A well-functioning liver is the key to a healthy body.   Since lemon water has a diuretic effect, it is beneficial for people with urinary tract infections.  Daily consumption of warm lemon water is an effective remedy to get rid of obesity and belly fat.   * Lemon water is one of the most effective regimens for skin and hair care. Daily consumption of lemon water can make a huge difference in the appearance of your skin. It rejuvenates the skin and gives a clear, radiant, glowing complexion. It can also be used to treat various skin diseases like eczema. Application of lemon juice on the skin is effective in preventing sunburn. If you apply lemon water to your hair for a few minutes and then rinse with water, it will make your hair clean and shiny. | | | | |
| Time | Materials | | | |
| **Homework** | **Create a NYC bus advertisement to encourage people in NYC to drink Tap water vs. bottle water.** | | | |